



Year 4 Creative Curriculum Map		We'll Meet Again	Autumn Term
<b>Driver Subject</b>	<b>History Children in WW2</b>	<ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	
<b>Cross Curricular Subjects</b>	<b>Geography Locating the Allies</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	
	<b>Science  Changing Sound  States of Matter</b>	<ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>using straightforward scientific evidence to answer questions or to support their findings</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases</li> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	
	<b>Art Drawing</b>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [eg. pencil, charcoal, paint, clay]</li> </ul>	
	<b>Other Subjects</b>	<b>RE</b>	The Bible/Pilgrimage/Peace at Christmas
	<b>Computing</b>	Software Developing/Scratch/E-safety	
	<b>PSHE</b>	Jigsaw Scheme Being Me in My World/Celebrating Difference	
	<b>Music</b>	Charanga Scheme Mamma Mia/Five Gold Rings	
	<b>PE</b>	Games/Gymnastics	
	<b>MFL (Spanish)</b>	La Jolie Ronde Scheme Colours/Parts of the Body/Asking for Translation/ Zoo Animals/Verbs/Christmas	



Year 4 Creative Curriculum Map		Under the Sea	Spring Term
Driver Subjects	Science Sea Habitats, Classifying Creatures & Life Processes	<ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul>	
	Geography  Locating Oceans, Features & Uses	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>describe key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	
Cross Curricular Subjects	Art 3D	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>about great artists, architects and designers in history</li> </ul>	
	DT Mechanisms	<ul style="list-style-type: none"> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>select/use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	
	Science Circuits & Conductors	<ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	
Other Subjects	RE	Being a Hindu/Wisdom/Holy Communion	
	Computing	Producing Digital Music/ HTML Editing/E-safety	
	PSHE	Jigsaw Scheme Dreams and Goals/ Healthy Me	
	Music	Charanga Scheme Glockenspiel Stage 3/ Benjamin Britten – Cuckoo!	
	PE	Dance/Games	
	MFL (Spanish)	La Jolie Ronde Scheme Family Members/Pets/ Vowel Sounds/Questions/Colours	



Year 4 Creative Curriculum Map		When in Rome	Summer Term
<b>Driver Subject</b>	<b>History The Romans</b>	<ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> </ul>	
<b>Cross Curricular Subjects</b>	<b>Geography</b>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	
	<b>Rome, Britain vs Italy</b>	<ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their findings</li> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	
	<b>Science Eating &amp; Digestion</b>	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>about great artists, architects and designers in history</li> </ul>	
	<b>Art Painting</b>	<ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>	
	<b>DT Food</b>	<p>The Old Testament/The Five Pillars of Islam</p>	
<b>Other Subjects</b>	<b>RE</b>	Producing a Wiki/ Presenting Weather - Meteorologists/E-safety	
	<b>Computing</b>	Jigsaw Scheme Relationships/Changing Me	
	<b>PSHE</b>	Charanga Scheme Lean on Me/ Reflect, Rewind and Replay	
	<b>Music</b>	Gymnastics/Athletics	
	<b>PE</b>	La Jolie Ronde Scheme Verbs/Adjectives/Hobbies/ Conversations/Transport/Travel	
	<b>MFL (Spanish)</b>		